

What your student will study in English Language Arts 30-1

What the course covers

Your student will begin by learning to form and refine their own interpretations of texts. They will record initial thoughts and feelings about what they read, then test those ideas against others' perspectives and evidence from the text itself. They will draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions, such as recording initial thoughts, feelings and observations in a dialogue journal. This foundation teaches your student to think like a reader and form tentative understandings and interpretations [See the curriculum: 1, 2.](#)

Your student will expand their awareness by seeking out new perspectives on themes and issues. They will select appropriate strategies to extend awareness and understanding of new perspectives. They will select appropriate strategies to extend awareness and understanding of new perspectives and monitor their effectiveness [See the curriculum: 1, 2, 3.](#)

Your student will learn to construct meaning from texts by understanding the author's purpose and the context in which a text was created. They will explain the text creator's purpose and analyze how understanding the interplay between text and context can influence an audience to appreciate a text from multiple perspectives. They will analyze how historical and societal forces present in the context in which a text is set can affect the style, diction and point of view chosen by the text creator. They will identify the impact that personal context—experience and prior knowledge—has on constructing meaning from a text, and explain how understanding the interplay between text and context can influence an audience to appreciate a text from multiple perspectives [See the curriculum: 1, 2, 3.](#)

Your student will understand how form and structure serve purpose. They will examine why an author chose a particular text form, a novel rather than a short story, a film rather than a stage play, and assess whether that choice was effective for the intended audience. They will analyze a variety of text forms, explain the relationships of form to purpose and content, and assess the effects of these relationships on audience. They will assess how the medium of a presentation affects its appropriateness to purpose and its effect on audience [See the curriculum: 1, 2.](#)

Your student will respond to texts by connecting them to their own values, experiences and cultural perspectives. They will form positions on issues that arise from text study and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in texts. They will assess the choices and motives of characters portrayed in texts in light of the choices and motives of self and others. They will also learn to identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts, form positions on issues that arise from text study, and assess the choices and motives of characters in light of their own experiences. They will identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts [See the curriculum: 1, 2, 3.](#)

How the course is assessed

Your student's learning is assessed through a variety of methods that reflect the outcomes described above. They will write essays and personal responses that demonstrate their ability to interpret texts and support claims with evidence. They will likely complete a writing portfolio that shows growth over time. Students will form positions on issues that arise from text study and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts. Students will respond personally and critically to the ways in which cultural and societal influences are reflected in a variety of Canadian and international texts.

How to support study at home

Read the same text your student is reading. Ask them to explain a character's motivation or the author's purpose. This conversation helps them clarify their thinking and tests whether their interpretation holds up under gentle questioning. [See the curriculum: 1, 2.](#)

Ask your student to show you their dialogue journal or reading notes. These are places where they record initial thoughts and then revise them as they read further. Ask them what changed their mind and why. This reinforces the habit of testing ideas against evidence. [See the curriculum.](#)

Discuss how form shapes meaning. When your student watches a film adaptation of a novel they have read, ask them why the director made certain choices. Did cutting a subplot change the theme? Did the music add emotion the book created through description? This teaches them to think about how medium matters. [See the curriculum.](#)

Help your student build a personal reference list. Encourage them to keep a notebook or digital file of words they encounter, themes they notice across texts, or questions they want to explore further. This becomes a resource they can draw on when writing essays or preparing for the diploma exam. [See the curriculum.](#)

When your student is stuck on an essay, ask them to point to the evidence. Rather than telling them what to write, ask them to find the sentence or image in the text that supports their claim. This teaches them the discipline of close reading and evidence-based argument. [See the curriculum: 1, 2.](#)

Encourage your student to read widely outside the course. Ask them what genres or authors they have never tried. Help them find a book, podcast, graphic novel or film that interests them. This builds the habit of expanding their own tastes and understanding of how different creators approach similar themes. [See the curriculum.](#)

Note: 38 learning outcome blocks were left out to fit the 6000-token curriculum budget for this kind of material. Use "Split into parts" to generate one document per organizing idea.